

# Abbey Village Primary School

## Art and Design Policy



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### Introduction

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum 2014

### Aims

The core curriculum for art and design aims to ensure that all children:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Art and design activities should allow children to develop their own thinking and questioning skills. This will enable children to gain knowledge and understanding of the world around them and its people, and prepare them for the future by:

- Introducing a unique visual language
- Combining ideas and thoughts with senses and emotions
- Valuing diversity and individuality
- Allowing time for reflection
- Promoting innovation, risk taking and problem solving
- Developing a positive awareness of different cultures and traditions
- Children articulate their own ideas and develop the ability to make critical judgments
- Promoting playfulness and curiosity
- Sensitivity, empathy and intuitiveness
- Self-awareness and awareness of others
- Ability to collaborate with others and take the views of other people into account
- Independence
- Tolerance of ambiguity
- Making links between unusual concepts and circumstances
- Developing confidence
- Acquisition of new skills
- Developing the imagination
- Encouraging experimental approaches
- Being excited, absorbed and motivated

## **The importance of art**

In art education the main concern is to encourage the natural abilities that every pupil possesses, developing their visual language in the same way in which they are helped to read and write. In addition to the acquisition of technical skills, including the ability to create digital media, an informed understanding of things seen and experienced should be fostered, as good grounding for the stimulation of imagination and creativity.

## **Art and Design Curriculum Planning**

### **EYFS**

Art and Design is an integral part of the weekly routine, guided and informed by the EYFS programme.

### **Area of learning and associated Early Learning Goals:**

**Expressive arts and design** involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

**Exploring and using media and materials:** Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design, art, music, dance, role play and stories.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that encourage them to make connections between one area of learning and another. By the end of the Foundation Stage pupils have a firm foundation on which to build on in Key Stage 1.

### **Key stage 1 and 2**

Art is time-tabled over a half term and all teachers teach art and design as a discrete subject during this time unless they are blocking the hour periods together to enable more sustained work to take place. A wide variety of skills such as drawing, painting and printing are developed throughout the topics, as well as children being given the opportunity to research and explore a wide range of artists, both past and present. The variety of art forms including sculpture and digital art, ensure that children are receiving a rich and diverse art based curriculum. Art and design is also used to support and extend teaching and learning activities in other curriculum subjects in accordance with our cross curricular scheme through the making of paintings, drawings or other outcomes.

### **Progression**

Our school long term plan is a rolling programme designed to ensure that the national curriculum requirements are covered over a period of 2 years. At Abbey Village we also have a progression in skills

document which is used to assist staff in ensuring a clear progression from key stage 1 to lower and upper key stage 2.

### **Contributions of Art and Design in other Curriculum Areas**

#### **Literacy**

Art and Design contributes to the teaching of Literacy in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and say what they think and feel about them. Art and design is also incorporated into Literacy lessons to encourage children with their written work, for example the making of story boxes to accompany story writing.

#### **Numeracy**

Art and Design contributes to the teaching of Numeracy in our school by giving opportunities to develop the children's understanding of shape, pattern and space through work in two and three dimensions.

#### **ICT**

In art and design education the use of computers, scanners, digital cameras, printers, and the internet is challenging us to rethink the ways in which we develop pupil's creativity. ICT provides opportunities to express and develop ideas in different ways. We believe that in order to have the broadest experience pupils must also have access to ICT in relation to their art and design work to develop their skills in digital media.

#### **PSHE**

Art and Design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others, whether within their culture or a different one.

#### **RE, History and Geography**

Art and Design can be incorporated into all of these subject areas and provide enriching experiences to learn about a range of religions and their customs, important events in History and Geographical landscapes etc.

#### **DT**

Art and Design has strong links with DT. Designing, creating and evaluating products incorporates many experiences which are hugely exciting, inventive and fun.

#### **Music**

Art and Design can be used as a starting point or stimulus for musical activities and the creation of musical pieces.

#### **Inclusion and Equal Opportunities**

The Art and Design curriculum is concerned with the learning and participation of all children. Teaching is planned with this in mind and Teaching Assistants are available to support all students, ensuring good progress is made.

We aim to provide suitable learning opportunity regardless of gender, ethnicity or home background.

## **Teaching Art and Design to Children with Special Educational Needs**

Art and Design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Plans and activities are adapted accordingly to ensure that children with Special Educational Needs can access the art and design curriculum.

### **Assessment**

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school.

Our policy is to assess the on-going art and design process and not just the finished products or outcomes. Assessment recording is for the use of individual teachers and may include:

- Teachers' observation of pupils
- Teacher – pupil discussion and teacher questioning
- Pupils' drawings, notes, finished work, comments and written work
- Pupils' on-going analysis of their achievements
- Photographs of children engaged in the art and design process
- Use of ICT as appropriate

### **Learning and Teaching - Good Practice**

The head teacher and teachers share in the aims and objectives expressed in this document and endeavour to:

- Stimulate the pupils' imagination and inventiveness by making classrooms visually stimulating through display of pupils' own work and providing enrichment through books, other artists' work including that of members of staff or visitors.
- Give clear guidance, as appropriate through steps necessary to acquire a particular skill or to understand a concept.
- Provide opportunities to develop proficiency with a range of tools, materials and techniques.
- Ensure that work occurs in both two and three dimensions and that pupils have the opportunity to work individually, as groups and as a class.
- Ensure that children are provided with opportunities to develop their skills with digital media.
- Balance activity with reflection upon their work and that of others.
- Develop drawing abilities through all units of work so that pupils are at ease with its use as a tool.
- Develop pupil confidence, value and pleasure in art, craft and design.
- Appreciate and value pupil responses in their own right.
- Maintain a high degree of support and expectation, enhanced by the use of encouraging, precise and illuminating language.

### **Learning Resources**

All classrooms have a range of art materials and equipment for drawing and painting that are stored in each classroom. Pupils should learn how to resource and collect materials and equipment for their work in Key Stage 1 and this routine is continued in Key Stage 2.

Additional materials such as clay, print-making tools and inks, computer software and CDs, books and reproductions are stored centrally.

### **The Learning Environment**

All classrooms are conducive to work in art and design and have appropriate resources and equipment accessible. A range of art and design is displayed in classrooms, cloakrooms and assembly areas. It is school policy that all children's work is systematically displayed and that children are encouraged to talk about work on display to help foster awareness of aesthetic qualities.

Materials such as paper and painting and drawing equipment are accessible to the pupils and well labeled. The outside environment is used widely as a resource for the making of art and design. The school grounds and building are used fully to make and site work such as sculptures and environmental art.

### **Monitoring and Reviewing**

The monitoring of the standards of children's work and the quality of teaching in Art and Design is the responsibility of the Art and Design Subject Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The Art and Design Subject Leader gives the Headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The Art and Design Subject Leader has specially allocated management time which she uses to review evidence of the children's work and to undertake lesson observations of Art and Design teaching across the school. Discussions with the children, to assess the impact of Art and Design on the education and wellbeing of pupils is an essential part of the Subject Leader's role. Liaising with the member of staff responsible for displays, ensures that all children have the opportunity for their achievements to be celebrated.

### **Ten Reasons Why Art Is Good**

- 1) **Art Teaches Problem Solving.** Making art demonstrates that there can be multiple solutions to the same problem. Art expands our experience and encourages open-ended thinking that creates an environment of questions rather than answers.
- 2) **Art Prepares Kids for the Future.** Creative, open-minded people are highly desired in all career paths. Art and creative education increases the future quality of the local and global community. Being creative is a lifelong skill that can be used in everyday situations.
- 3) **Art Generates a Love of Learning and Openness to New Ideas.** Art develops a willingness to explore what has not existed before. Art teaches risk-taking and being open to possibilities. Art allows one to grow from making mistakes. Kids whose creativity is nurtured are curious and inspired to learn more.
- 4) **Art is Big Business.** At the core of the multi-billion dollar film and video game industry are artists creating images and stories. Every commercial product is designed by artists from chairs to cars, space stations to iPods. A Van Gogh painting sold for \$83 million.
- 5) **Art Develops the Whole Brain.** Art strengthens focus and increases attention, develops hand-eye co-ordination, requires practice and strategic thinking, and involves interacting with the material world through different tools and art mediums.

6) **Art Improves Performance.** Art builds self-esteem, increases motivation and student attendance, improves grades and communications, nurtures teamwork, and strengthens our relationship to the environment.

7) **Art Facilitates Emotional Intelligence.** Art supports the expression of complex feelings that help kids feel better about themselves and helps them understand others by “seeing” what they have expressed and created. Art supports personal meaning in life, discovering joy in one’s own self, often being surprised, and then eliciting it in others.

8) **Art Builds Community.** Art reaches across racial stereotypes, religious barriers, and socio-economic levels and prejudices. Seeing other cultures creative expression allows everyone to be more connected and less isolated. Art creates a sense of belonging: We can see how we are all related.

9) **Art Awakens the Senses.** Art opens the heart and mind to possibilities and fuels the imagination. Art is a process of learning to create ourselves and experience the world in new ways. Arts support the bigger picture view of life: beauty, symbols, spirituality, storytelling, and helps us step out of time allowing one to be present in the moment. Art keeps the magic alive.

10) **Art is Eternal.** Creativity and self-expression has always been essential to our humanity. Our earliest creative expressions were recorded in petroglyphs, cave paintings, and ancient sculptures. One of the first things kids do is play, draw, and use their imaginations. [www.reenchantingtheworldthroughart.org](http://www.reenchantingtheworldthroughart.org)

The Art and Design subject Leader is:



Mrs Paula Roworth

Policy written by Paula Roworth

Presented to governors: July 2020

Policy to be reviewed: July 2023